

Anti-Bullying Policy

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SLT Liaison: J Skurr

Wardle Academy Policy



1. INTRODUCTION

Our school has a duty of care for pupils and staff and Wardle Academy strives to create a happy and safe environment; we believe that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking.

We believe that school should provide a supportive, caring and safe place for young people to learn and for adults to work.

Pupils should all be treated with courtesy and equality regardless of age, gender, race, religion, orientation, size, disability, intelligence, athletic ability or popularity.

If this is achieved, the school will be able to develop learning and teaching, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

This policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make pupils aware of what action they can take both now and in their adult lives, whether as victims of bullying, or as bystanders.

2. CONTEXT

This policy draws on the Department for Education's guidance on dealing with bullying:

- Prevention and Tackling Bullying - October 2014
- School Support for Children and Young People Who Are Bullied - March 2014
- Cyberbullying: Advice for Headteachers and school staff - November 2014

3. DEFINITIONS OF BULLYING

Bullying is behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Wardle Academy recognises that bullying takes a number of forms, including:

- Emotional, being unfriendly, excluding, tormenting (e.g. hiding possessions)
- Threatening gestures, spreading rumours
- Physical pushing, kicking, hitting punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic/Biphobic/Transphobic abuse or focusing on the issue of sexuality
- Verbal name - calling, sarcasm, spreading rumours and teasing – especially an older pupil to a younger one
- Cyber-bullying – via the internet, such as email and internet chat room misuse, mobile threats by text messaging and calls and misuse of associated technology, i.e. social media applications, camera and video facilities

Most experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. No person deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. As a school we have a responsibility to respond promptly, sensitively and effectively to issues of bullying.

4. SIGNS AND SYMPTOMS

A victim may indicate by signs or behaviour that he / she is being bullied. These may include:

- Reluctance to attend school
- Unwillingness to travel on the school bus/public transport
- Truancy from specific lessons or seeking out staff to be with rather than attend a lesson
- Damage to clothing or possessions
- 'Losing' more items than usual
- Unexplained bruises/swellings
- Deterioration of school work/academic performance
- Being afraid to use the Internet
- Becoming jittery / anxious about receiving text and social media messages
- Unkempt uniform
- Bullying towards siblings and others
- Taking money without permission

Symptoms may include:

- Loss of appetite, weight loss
- Headaches
- Stomach aches
- Stammering
- Sudden changes in behaviour
- Lack of confidence
- Signs of depression
- Nervous/edginess
- Difficulty in concentration
- Lack of motivation to complete work

These are examples but this list is not exhaustive.

5. REPORTING BULLYING

Pupils are encouraged to report all forms of bullying, whether carried out by another pupil or by an adult. The hope is by reporting the problem in the first instance, this will become the first step in empowering the victim to overcome the bullying through the defined stages that will then be put into action.

Whenever a pupil experiences bullying, it should be reported, whether by the victim, friends of the victim, bystanders or via parents, who would contact the school. Information can be reported to any member of staff, including support staff, site staff, catering staff or a member of the Senior Leadership Team.

All staff should secure the safety of the young person as a first response before following the school's procedures.

6. RESPONDING TO BULLYING

As a school community, we recognise that a proactive stance must be taken. We therefore undertake to:

Dealing with Bullying Incidents

All forms of bullying will be treated seriously, whether they take place in the grounds, corridors, classrooms or elsewhere. A central record will be kept of bullying incidents and it is the responsibility of all staff to ensure that this record is complete and up to date. The emphasis of any action taken should be educative,

rather than punitive. Incidents should be dealt with firmly, reasonably, sensitively and calmly. We will adopt a problem solving approach.

Prevention

Wardle Academy's approach to bullying starts with measures designed to encourage pupils to behave positively towards each other, thereby discouraging bullying.

These measures include:

- Our everyday ethos and expectations of all pupils in our school at all times
- Through assemblies and the promotion of anti-bullying where awareness is raised about bullying and the impact it can have on an individual
- We supply all pupils with guidelines on bullying in the school planner which offers a framework for support and advice
- School Council agenda item regularly – updates
- All staff are identified as 'listeners', we promote this through notice boards throughout the school with staff photographs to encourage pupils to find a person to talk to, when needed
- At classroom level - during all lessons, but particularly in Form Tutor time - here the focus is on developing strong anti-bullying messages and challenging the idea that bullying is an acceptable part of growing up
- We address the topic early in Year 7 form time and follow up regularly throughout the year
- Updates and further development work takes place for all other year groups regularly with specific themes, such as information regarding cyber bullying, LGBT issues, as required
- We share information to help to develop generic coping strategies which better equip young people to deal with the issues around bullying
- At particular times when pupils can be more vulnerable to bullying such as lunch and break times, the beginning and end of the school day pupils are supervised
- There are staff on duty before and after school who can be approached for support if required
- Providing safe places for vulnerable pupils to go at break times and lunchtimes e.g. the Library, Causeway, SEN Resources Base and LRC
- Pastoral leads are available for those pupils requiring extra support
- Pupils having the opportunity for confidential/anonymous communications, e.g. questionnaires, emails, post box in Reception - all slips from the post box are logged daily
- By listening and acting upon information from parents/carers who believe their children are victims of bullying and working with them to help keep their children safe in the future
- All expressions of concern will be taken seriously and investigated thoroughly. Parents/carers should contact the Form Tutor in the first instance

School

When a member of staff receives information, either directly or indirectly, that a pupil may have been a victim of bullying, this report will be taken seriously and investigated. If bullying is suspected or reported, the member of staff who has been approached should deal with the incident immediately.

- Ensure the victim is safe
- Statements should be taken from the victim, suspected bully and any witnesses
- The incident discussed with the Pastoral Lead and a course of action decided
- Initially a clear account should be recorded indicating what happened, action taken, who the bully was and who the victim was - this alerts the Pastoral Lead that an event has been entered on the system
- A chronology of events, school actions, pupil agreements and meetings will be in place as a history of the event, this is stored safely in our Anti-Bullying Staff Shared Area

- Punitive measures will be used as appropriate
- Parents will be kept informed - anti-bullying contracts may be put in place if required and families will be asked to be part of this process, if necessary
- We also have in place a Bullying Log which lists victims and perpetrators, to identify patterns of behaviour, i.e. a pupil is regularly named as a bully
- The Form Tutor of the pupil who has been bullied will follow up regularly to see if the bullying has stopped - confirmation from families will be sought to ensure the event has closed, when this is confirmed and the victim feels safe and secure this will then be logged

Pupils

Our school will offer a proactive, sympathetic and supportive response to pupils who are the victims of bullying. The exact nature of the response will be determined by the particular pupil's individual needs and may include:

- Immediate action to stop the incident and ensure the pupil's safety
- Positive reinforcement that reporting the incident was the right thing to do
- Reassurance that the victim is not responsible for the behaviour of the bully
- Strategies to prevent further incidents
- Sympathy and empathy
- Offering an immediate opportunity to discuss the experience
- Offering continuous support
- Restoring self-esteem and confidence
- Assertiveness training
- Extra supervision/monitoring
- Creation of a support group
- Informing parents/carers, drawing up a contract of behaviour to ensure the pupil knows the event is being handled in a serious manner
- Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- Being given information on bullying

We take bullying behaviour very seriously and will adopt a pragmatic, problem-solving approach to enable bullies to change their behaviour. Pupils who have bullied may be helped by:

- Restorative approaches
- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrongdoing and the need to change
- Informing parents/carers to help change the attitude of the pupil
- Offering anger management support
- Offering counselling

We will deal with incidents of bullying in a proportionate way – the more serious the cause for concern the more serious the response.

When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- Immediate action to stop an incident of bullying in progress
- Engagement with the bully to reinforce the message that their behaviour is unacceptable.

- Loss of lunch/break privileges
- Official warnings to cease offending
- Detention
- Put on report
- Removal from class/group
- Withholding participation in sports or after school activities (if not an essential part of the school curriculum)
- Parents/carers informed
- Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- After consultation with the Headteacher, exclusion from certain areas of school premises • Internal isolation
- Fixed term exclusions after consultation with the Headteacher
- Involvement of external bodies such as the police
- Permanent exclusion after consultation with the Headteacher

Further Sources of Information: Staff Information

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education Regulations 2010 Power to tackle poor behaviour outside school.

The Equality Act 2010 - Specialist organisations

Effectiveness of Anti-Bullying Strategies – DFE RP098

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the AntiBullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA also offers a range of resources and supporting information for young people. This information can be found here:

<https://www.antibullyingalliance.org.uk/tools-information>

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying Child Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people. Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online. LGBT EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

PROUD Trust: advice on LGBT issues and support programmes in schools

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. SEND Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.